

English Language Development and Settlement Service Worker

# Complete Competency Dictionary

Immigrant Integration and Multiculturalism Branch  
Ministry of Regional Economic and Skills Development  
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## Introduction

The Immigrant Integration and Multiculturalism Branch (IIMB) of the Ministry of Regional Economic and Skills Development (RESO) is responsible for the design, implementation and management of programming to support the settlement, adaption and integration of newcomers to British Columbia. These services are offered under WelcomeBC, B.C.'s strategic framework to enhance settlement and integration services to ensure newcomers adapt and are welcomed into their new communities and workplaces.

The Complete Competency Dictionary was developed by IIMB in consultation with the sector and the WelcomeBC Training Committee<sup>1</sup>. The purpose of the Dictionary is to identify the competencies (skills and knowledge) that will inform the training of staff providing English language development and settlement services. It represents a blueprint of good practice that can guide the development of new and experienced practitioners and support the development of their respective organizations. The Dictionary is part of a larger Training Initiatives Plan<sup>2</sup> to ensure that immigrants across BC receive consistent, high quality and relevant services to aid their settlement, adaptation and integration in Canadian society.

*Note: As WelcomeBC programs are undergoing a review, the Competency Dictionary may need to be revised to reflect new roles (if any) within future program design changes.*

## Historical Context: The Evolution of the Complete Competency Dictionary

As a result of the government-appointed Korbin Commission in the early 1990s, the **Multilateral Task Force on Career Pathing and Labour Mobility**<sup>3</sup> was established and charged with developing occupational competencies in six subgroups<sup>4</sup> of the social services. The intention was to use the competencies to develop and/or enhance the quality and relevance of education and training in the social services and to improve labour mobility opportunities among and across subsectors.

During a two-year period, all six subgroups were supported to conduct an occupational analysis and develop their own sets of "occupational competencies". The document developed in 1998 by the "immigrant and multicultural" group during that period represented the input of dozens of service and education/training providers from across British Columbia.

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<sup>1</sup> The WelcomeBC Training Committee is a group of Service Providers representing English language development and settlement service workers across BC and select Ministry staff with the common goal of working collaboratively to develop training strategies for WelcomeBC service workers.

<sup>2</sup> The Training Initiatives Plan is a three phased plan that was developed in 2009 to provide a strategy for addressing the training needs of English language development and settlement service providers

<sup>3</sup> The Multilateral Task Force on Career Pathing and Labour Mobility consisted of representatives from worker organizations, employers, government, unions, and education and training providers for all six subsectors.

<sup>4</sup> The six subgroups included: Community Living, Community Justice, Services to Women, Child Care, Children and Family Services, and Immigrant and Multicultural Services.

Ten years later, in 2008, this original competencies document served as the stimulus for the development of the [Occupational Competencies Framework for Staff Providing Services to Immigrant and Multicultural Populations](#) (hereafter referred to as “the Framework”) that has formed the basis for the common competency section of the Complete Competency Dictionary today.

To develop the Framework in 2008, more than 20 workers and managers representing many different types of immigrant-serving organizations from across the province, systematically reviewed the 1998 occupational competencies document during a two-day facilitated focus group. As an outcome of this review, they made significant recommendations regarding the content, organization, expected outcomes and language which reflected the multiple changes that occurred within the sector from 1998 to 2008.

## **The Complete Competency Dictionary**

In 2009, the Framework became the basis for the **30 common competencies** (competencies that are identified as being relevant to workers within English Language Development and Settlement programming under WelcomeBC).

In addition, a project was launched to determine the **role specific competencies** relevant to each of the seven main worker roles within English Language Development and Settlement programming in order to understand and create the complete competency profiles of individual workers.

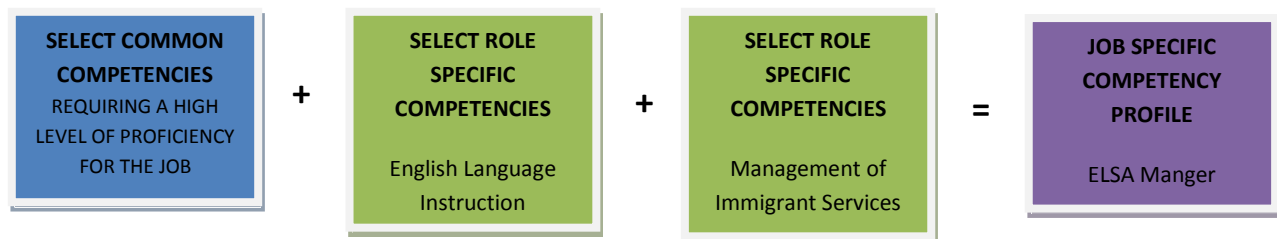
1. Management of Immigrant Services
2. Administration support of Immigrant Services
3. Language Instruction
4. Settlement Support
5. Childcare Provision
6. Volunteer Coordination
7. Job Search and Career Planning

In order to determine the role specific competencies, seven competency committees with wide sector representation were created to work collaboratively to identify the competencies for the group’s designated role.

As many jobs within the sector involve multiple roles within a job description, an individual’s competency profile can be created by selecting common and role specific competencies requiring a high level of proficiency for the specific job. As the level of proficiency required for each competency within a specific job description will vary, it is not expected that staff be highly proficient in all competencies.

For example, a manager of an ELSA (English Language Services for Adults) program would most likely find suitable role specific competencies within the 1) English Language Instruction and 2) Management of Immigrant Services Role Specific Competency lists that relate to their specific job description. In addition, they may require a higher level of proficiency in select common competencies such as practicing effective intercultural and interpersonal communication, demonstrating networking and relationship building, etc.

## Sample Competency Profile for an ELSA Manager



The Complete Competency Dictionary will serve as a resource to WelcomeBC service providers within settlement and English language development to inform planning and implementation of training initiatives for WelcomeBC workers. The dictionary will also be a valuable resource for WelcomeBC service providers for recruiting (posting and job description development), performance management and staff planning.

While the dictionary defines a comprehensive list of competencies, the Immigrant Integration and Multiculturalism (IIM) Branch will provide direct training support only to those competencies that fall within the mandate of the programs or services being provided under WelcomeBC. For example, the competencies that relate to advocacy (common competency 20, MGMT 41), fundraising (MGMT 39), and individual school board policies and procedures (AS 40 (SWIS)) are not part of the WelcomeBC contracted services and as such, would not be subject for WelcomeBC funded training.

Employees bring to their jobs varying levels of prior learning/education and experience and will therefore require a customized approach to their development. The dictionary is a tool to help build skills, knowledge and behaviours of WelcomeBC workers and will help identify topics or areas that require attention. For example, competencies can be developed through training/performance management of existing staff or capacity building by strategically hiring new staff that are highly proficient in certain competencies to offset lower levels of proficiency in the existing staffing pool.

The Complete Competency Dictionary is meant to be a working document that will be updated to reflect changes in programming and services for newcomers as needed. The creation of the Complete Competency Dictionary demonstrates the Ministry's commitment to providing tools and resources for WelcomeBC English language development and settlement staff and managers to assist in the provision of consistent, effective and high quality settlement services.



# **THE 30 COMMON COMPETENCIES**

*The 30 competencies that pertain to all seven roles within English Language Development and Settlement Programs under WelcomeBC*



## Settlement, Culture and Multiculturalism

Area	Competency	Description
1 - Settlement, Culture and Multiculturalism	1 <b>Understand and promote theories and definitions of culture, settlement, multiculturalism and immigration</b>	Understand the impact of values, systems, beliefs and attitudes on behaviour
		Make the distinction between linguistic and cultural interpretation
		Understand the impacts of immigration on family and economic life and the stages of individual adjustment to settlement
		Understand patterns of global migration, refugee issues and immigration trends/issues
	2 <b>Demonstrate an ability to work with individuals and communities suffering from discrimination, racism and culture shock</b>	Understand the concept of culture shock and support clients to change and adapt
		Understand theories and history of racism, stereotyping, bias and discrimination and identify racist and discriminatory behaviours
		Understand and practice theories of cross-cultural communication, counselling and support
		Understand and support clients through the stages of grief and loss
		Promote and support the inclusion of diverse groups
		Understand theories of cultural change and diversity
	3 <b>Understand the Canadian legal system, laws and public policy</b>	Understand theories and practice of social justice and public policy
		Understand legislative structures and processes
		Understand relevant Canadian laws (local, provincial and federal) such as legislation concerning: employment, human rights, privacy, tenant regulations and rights, health and safety
	4 <b>Understand major events in Canadian history pertaining to culture, settlement, multiculturalism and immigration</b>	Understand key events such as the founding of Canada (First Nations, Settlers), western expansion, immigrant labour building railways, exclusion acts and incidents (e.g. Komagata Maru, head tax on Chinese immigrants, internments, Residential School Act issues etc.), 1970's shift to open immigration, 1990's shift to family verses economic class immigration etc.

## Accountability and Professional Ethics

Area	Competency	Description
2 - Accountability and Professional Ethics	5 <b>Maintain personal health and wellness</b>	Practice health and wellness principles such as stress management and creating professional boundaries
		Understand and practice organizational policies and guidelines related to setting and maintaining professional boundaries
		Prepare for change
		Demonstrate flexibility and adaptability
	6 <b>Act ethically</b>	Demonstrate an understanding of privacy protection and informed consent; demonstrate confidentiality
		Understand the impact of personal values and beliefs on practice
		Understand and recognize situations involving conflict of interest
		Act with integrity
		Recognize personal limitations
		Demonstrate a knowledge of codes of ethics
		Be accountable to immigrants, community members, colleagues, managers, funders and others
	7 <b>Practice ongoing learning and development</b>	Stay up-to-date on area of expertise including trends and issues in the professions of settlement and language workers
		Identify personal learning style(s) and preferences
		Learn on an on-going basis
		Demonstrate knowledge of relevant professional and sectoral organizations
		Seek out education, training or work experiences that will enhance knowledge, understanding and ability to work effectively
	8 <b>Practice time and resource management techniques</b>	Understand and demonstrate time management techniques such as priority setting and minimizing the waste of resources

## Groups and Relationships

Area		Competency	Description
3 - Groups and Relationships	9	<b>Demonstrate team work</b>	Understand theories of group dynamics and team development
			Understand socio-political influences on groups and communities
			Identify sources of information relevant to colleagues, clients or network members' needs
			Demonstrate the ability to work collaboratively with individuals and diverse groups of people
	10	<b>Demonstrate conflict resolution techniques</b>	Minimize conflict and resolve conflicts respectfully
			Understand strategies for resolving conflicts
	11	<b>Demonstrate networking and relationship building</b>	Understand network development techniques
			Develop and maintain effective, trusting relationships internal or external to the organization
			Research and identify possible contacts in the community or organizations and understand their role
	12	<b>Practice personal performance management</b>	Give and receive feedback

## Communications

Area		Competency	Description
4 - Communication	13	<b>Practice effective interpersonal and intercultural communication techniques</b>	Seek clarification when needed
			Identify, select and use appropriate tools and strategies for effective interpersonal and intercultural communication
			Facilitate the exchange of information, ideas and strategies
			Read, analyze and interpret complex verbal and non-verbal information
			Practice organization's standards of effective written and verbal communication
			Communicate with cultural understanding and sensitivity
	14	<b>Practice active listening</b>	Practice active listening
	15	<b>Demonstrate strong written communication skills</b>	Write clearly and accurately
			Write to an audience with limited or low levels of English language literacy
			Record, summarize and document communications with others
	16	<b>Demonstrate strong verbal communication skills</b>	Speak clearly and in a way that maximizes listener understanding
			Speak to an audience with limited or low levels of English language proficiency
			Identify needs of audience/listener
			Convey concepts to an adult audience through presentations, discussions and other group activities
	17	<b>Demonstrate empathy</b>	Be sensitive to the values of others, attempts to understand other points of view
	18	<b>Demonstrate computer proficiency</b>	Send and receive emails and conduct internet research
			Input data into a database e.g. STaRS
			Write and format a letter in MS Word, create a basic spreadsheet in MS Excel

## Human Rights and Advocacy

Area	Competency	Description
5 - Human Rights and Advocacy	19 <b>Advocate for the human rights of immigrants</b>	Understand the concept and principles of human rights
		Identify violations of human rights
		Demonstrate knowledge of the process for making a human rights complaint
		Keep up-to-date with current trends and issues related to human rights, immigration and inclusive communities
	20 <b>Demonstrate human rights advocacy techniques and demonstrate a knowledge of precedents</b>	Understand the barriers that prevent inclusion and the needs of immigrants, groups or communities who require advocacy
		Represent "constituency" within a variety of forums and advocate for community and organizational change
		Select and use appropriate communication strategies to support positive change
		Identify and access appropriate media contacts, government representatives, network or community leaders
		Understand individual, organizational or community priorities and the nature of the desired change
		Demonstrate knowledge of available advocacy resources and public policies that support advocacy goals
		Demonstrate knowledge of previous advocacy efforts, experiences and precedents that can enhance current advocacy activities
	21 <b>Demonstrate effective negotiation &amp; persuasion techniques</b>	Understand the principles of negotiation
		Set goals and evaluation criteria
		Work towards streamlined processes
	22 <b>Demonstrate leadership and support the development of leaders</b>	Understand the concepts of leadership and empowerment
		Develop personal leadership qualities
		Support the development of leadership qualities in others
		Identify and use strategies to empower others

## Community

Area	Competency	Description
6 - Community	23	<b>Promote the development of inclusive communities and support community forums and initiatives</b>
		Understand principles of community development and strategies to promote the concept of inclusive communities
		Utilize community forums as agents of change and opportunities to promote the development of inclusive communities
		Develop and maintain relationships within the community
	24	Understand the history and demographics of the community and relevant community dynamics
		<b>Identify and access community services and resources</b>
		Identify accessible community services such as housing, child care, adult day care, recreation, transportation, education, training, health and wellness options, volunteer organizations and services, banking options, interpretation and translation services and language instruction.
		Understand the basic concept of Canadian Language Benchmark (CLB) levels to help determine when to refer clients for an ELSA assessment
	25	<b>Demonstrate an understanding of the BC labour market, provincial employment standards and job search/interviewing techniques</b>
		Identify potential job and volunteer opportunities
		Identify suitable training and educational opportunities
		Understand the procedures for security and criminal record checks
		Identify suitable employer and professional associations
		Understand basic BC labour market trends and opportunities

## Systems and Organizations

Area	Competency	Description
7 - Systems and Organizations	26 <b>Demonstrate an understanding of social service programming for immigrants</b>	Demonstrate knowledge of principles of program development, implementation and evaluation
		Understand the concepts and theories of organizational culture development
		Describe organization's programs, services and network partners to the community
		Understand the organization's mission, values, policies and structure
		Understand the roles and responsibilities of staff within the organization
		Understand sources of funding, the role of volunteers and collaboration with network partners
		Understand and use data collection systems (e.g. STaRS)
	27 <b>Create, maintain and access records</b>	Understand organizational policies around record keeping
		Understand Freedom of Information regulations and how they apply to the organization and the immigrants supported by the organization
	28 <b>Assess client needs, suggest system and service improvements</b>	Understand the principles of a needs assessment process and the characteristics and needs of clients served by the organization
		Contribute to needs assessments and program evaluations
		Understand referral systems and ranges of programs and services available
		Support the organization to change and improve its ability to meet or exceed the needs and expectations of diverse groups of immigrants and funders
	29 <b>Demonstrate knowledge of terms of employment, organizational policies and procedures</b>	Understand terms of employment such as wages, sick and maternity leave, training and professional development policies, harassment and discrimination policies, etc.

## *Critical Thinking and Problem Solving*

Area		Competency	Description
8 - Critical thinking and problem solving	30	<b>Demonstrate critical thinking and problem solving techniques</b>	Understand and apply the basic principles of decision making processes/strategies and approaches to critical analysis and evaluation
			Participate in collaborative problem solving
			Identify the strengths and limitations of ideas and proposals
			Clarify and assess situations complex situations and information
			Analyse and interpret data
			Identify possible resources, additional information or data to solve problems
			Exercise professional judgement
			Systematically plan, implement, assess and improve programs, services and systems

# **ROLE SPECIFIC COMPETENCIES**

*The competencies that pertain to a specific role within English  
Language Development and Settlement Programs under WelcomeBC  
Management*



## Management

Area		Competency	Description
9 – Management	MGMT 31	<b>Create and communicate a compelling vision for excellence of WelcomeBC service delivery, to staff, the board and community</b>	Utilize a collaborative and inclusive process to establish a vision for the organization in order to meet the targets and outcomes of WelcomeBC contracted services
			Ensure staff understand and embrace the vision and contribute to WelcomeBC service excellence
			Commit to continuous improvement; revisit the organization's vision, goals and objectives
	MGMT 32	<b>Demonstrate leadership qualities to immigrant service team</b>	Have an awareness of social justice, diversity and anti-racism issues and how they affect the function of organization
			Apply solid judgment to conflict resolution (e.g. union grievance, harassment, poor performance, staff or immigrant and refugee newcomer complaints related to racism/discrimination, community issues, stakeholder issues, etc.)
			Foster a trusting and welcoming office environment for immigrant client service
			Demonstrate the ability to provide "soft leadership" via role modeling best practices, with excellence in immigrant and refugee newcomer relations
			Have awareness of challenges in leading a team of employees with fundamental differences in experience and culture; and how that relates to or impacts workplace operations
	MGMT 33	<b>Demonstrate a knowledge of human resource management techniques (both paid and volunteer)</b>	Understand all aspects of human resource management in both unionized and non-unionized environments (recruitment, interviewing, hiring, supervising, performance review, recognition, discipline, lay-off and termination, job description writing, compensation, grievance management, payroll, and training)
			Interpret and apply collective agreement(s) (where applicable)

	MGMT 33 (Cont.)		Understand the Employee Assistance Program and services/benefits offered
			Facilitate conflict resolution
			Promote succession planning and building of staff competencies
	MGMT 34	<b>Ensure occupational health and safety protocols are in place and working</b>	Ensure a health and safety program/committee is in place
			Oversee the development of emergency preparedness policies and contingency/evacuation plans
			Ensure monitoring is in place for compliance with Workers Compensation Board and health regulations
			Provide emotional safety for staff (debriefing, critical incident follow-up)
	MGMT 35	<b>Demonstrate WelcomeBC program planning, development and management skills</b>	Understand the fundamentals of WelcomeBC program development from needs assessment through to delivery, management and evaluation
			Ensure barriers to acceptance in programs are minimized to WelcomeBC eligible immigrant and refugee newcomers
			Establish and maintain effective community partnerships
			Apply risk management theories to determine program priorities and resource allocation
			Ensure proposals are targeted to specific client groups identified in WelcomeBC solicitation documents
			Have an understanding of the organization's funding agreements and the prescribed/contracted outcomes
			Prepare required reports and statistics
			Write proposals and grant requests
	MGMT 36	<b>Create a plan based on an analysis of statistics, issues and trends (immigration, multi-culturalism, anti-racism, etc.) and how these link to the responsibilities, capabilities and potential of the organization</b>	Research, understand and consider cultural shifts in client base
			Research, understand and predict immigration trends
			Translate plans and strategies into operational activities to meet WelcomeBC contract requirements

	MGMT 36 (Cont.)		Understand how changes (policies, program delivery, immigration trends, etc.) impacts client groups
			Plan and implement change management processes
			Strategically involve various immigrant and refugee newcomer serving stakeholders and viewpoints
	MGMT 37	<b>Maintain a results orientation with WelcomeBC program delivery</b>	Meet or exceed WelcomeBC program delivery requirements by meeting service targets
	MGMT 38	<b>Manage WelcomeBC funding</b>	Identify and negotiate for resources required to meet WelcomeBC contractual agreements/arrangements
			Manage WelcomeBC funding and related budgets (organizational, program/project, capital)
			Monitor/review financial statements, develop forecasts and submit reports and other deliverables as per the WelcomeBC contract
			Develop financial policies and procedures to assist with compliance with WelcomeBC contract requirements and comprehend legal implications
	MGMT 39	<b>Ensure fundraising activities are ethical</b>	Ensure alignment with the organization's philosophy
			Develop and conduct fundraising campaigns
			Maintain awareness of available grants
			Create/establish financial sponsorships
	MGMT 40	<b>Develop communication and marketing strategies to inform and attract potential clients</b>	Create marketing and communications plans for the organization that engage the target client group and achieve overall objectives within government marketing guidelines
			Organize and implement client relations activities (e.g. satisfaction surveys, special events)
			Lead staff in marketing and communications activities

	MGMT 41	<b>Perform a high level advocacy and public relations role with community and government</b>	Respond to macro issues (e.g. media response, city planning meetings, government consultations)
			Maintain an overall view of all the communications activities within the organization and ensure they meet the needs of a diverse group of immigrant and refugee newcomers and stakeholders
			Accountable to publically address sensitive issues (in community meetings)
			Reframe difficult/sensitive issues in a positive light to immigrant and refugee newcomer serving staff and the community
	MGMT 42	<b>Demonstrate specialized knowledge of the management of immigrant and refugee newcomer services</b>	Ensure the organization complies with all applicable legislation and regulations (i.e. <i>Income Tax Act, Society Act, Employment Standards Act, Human Rights Act, Freedom of Information and Protection of Privacy Act, Child Protection Regulation, Revenue Canada, Criminal Code, etc.</i> )
	MGMT 43	<b>Work effectively with a culturally diverse Board of Directors</b>	Understand roles and responsibilities
			Work to direct/sustain the organization
			Keep the Board informed on internal/external forces affecting the organization
			Ensure constitution, bylaws, organizational policies are reviewed periodically
			Provide information, expertise, leadership, guidance and support
			Execute direction(s) received
	MGMT 44	<b>Seek out and form collaborations and partnerships</b>	Collaborate with management teams from other immigrant serving and mainstream agencies
			Work collegially as part of consortiums and partnerships to increase organizational capacity and share knowledge, skills and resources

## **ROLE SPECIFIC COMPETENCIES**

*The competencies that pertain to a specific role within English  
Language Development and Settlement Programs under WelcomeBC*

### **Settlement Support**



## Settlement Support

Area		Competency	Description
9 – Settlement Support	SS 31	<b>Demonstrate specialized, advanced knowledge of settlement processes and referral practices</b>	Understand the fundamentals of family law
			Understand relevant immigration processes (e.g. refugee claim, sponsorship process and citizenship) and assist clients to complete forms
			Understand the differences between services offered by a range of agencies and ministries (i.e. WelcomeBC services vs. MCFD services)
			Maintain an in-depth knowledge of WelcomeBC and its various service streams and how to refer immigrant and refugee newcomer clients to other WelcomeBC services
			Be able to identify a mental health issue, and have a basic understanding of resources available to immigrant and refugee newcomers with mental health issues (e.g. psychological counseling)
			Understand the concept of colonization
	SS 32	<b>Understand inter-cultural family dynamics</b>	Understand the challenges that may arise in cross-cultural parenting, inter-racial marriages
			Recognize the signs and symptoms of family violence and know the internal and external reporting processes and appropriate interventions
	SS 33	<b>Demonstrate knowledge of eligibility criteria</b>	Have thorough knowledge of the WelcomeBC eligibility criteria (e.g. temporary foreign workers, international students, no status, caregivers)
			Have thorough knowledge of the eligibility criteria for other programs accessible to immigrant and refugee newcomers
			Accurately and sensitively communicate eligibility criteria and services to clients
	SS 34	<b>Demonstrate crisis intervention skills</b>	Use “para-counseling” skills to assess the situation (de-escalating the client emotionally)
			Develop action plans (obtain an interpreter, determine referrals, etc.)
			Prioritize services (identify what can be provided immediately, and what will need

			time)
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	SS 35	<b>Perform language interpretation (when the organization is providing language-specific settlement services)</b>	Understand the Standards of Practice for language interpretation
			Perform cultural interpretation as well as linguistic
	SS 36	<b>Work effectively with an interpreter (when the organization does not provide language-specific settlement services)</b>	Speak in brief/short sentences
			Maintain eye contact with the client not the interpreter
			Determine the appropriate interpreter to contact given the client's situation, background and/or cultural needs
			Outline expectations for non-professional (e.g. friends/family) members who provide interpretation
			Understand the limitations of working with non-professionals (i.e. be able to identify when an interpreter is not suitable for a given situation)
	SS 37	<b>Demonstrate the ability to organize and coordinate events</b>	Identify and assess the need for the event
			Market/promote the event in a way that will attract immigrant and refugee newcomers
			Prepare venue (e.g. book facility, set up equipment, order refreshments, etc.)
			Develop culturally sensitive promotional materials (signs, website, posters, hand-outs)
			Connect with relevant volunteers and community resources
	SS 38	<b>Demonstrate the ability to design and deliver orientation workshops</b>	Design and deliver group sessions
			Develop resource materials and handouts for orientation purposes (in different languages in the case of language-specific workshops)
			Connect with relevant guest speakers from government and community service agencies
	SS 39	<b>Manage a case load of immigrant clients (if using a case management model)</b>	Follow-up with clients/agencies to assess effectiveness of services and referrals
			Ensure clients understand the consequences of not following up

	SS 40	<b>Support and promote community-based development activities/initiatives in order assist with the integration of WelcomeBC clients into their communities</b>	Advocate for the needs of WelcomeBC clients
			Network with other agencies, organizations and school districts in order to build relationships, bridge resources and create partnerships
			Negotiate and consensus build in order to remove barriers immigrant and refugee newcomers may face
	SS 41 (SWIS)	<b>Understand the objectives of the Settlement Workers in Schools (SWIS) program and implement them within a school district</b>	Help children adjust to school culture and provide immigrant and refugee newcomer parents with orientation, information and referrals
			Work to increase parents' understanding of the Canadian school system and involve them in the school and community
			Seek to connect with newly arrived and/or "hard to reach" families
			Perform client/school liaison and advocate for the needs of SWIS students
	SS 42 (SWIS)	<b>Demonstrate knowledge of the BC school system's applicable regulations, policies and acts as they pertain to the SWIS program</b>	Demonstrate knowledge of the <i>School Act</i> and the <i>Teaching Profession Act</i> and the related regulations
			Understand Ministry of Education regulations and policies and local school board policies and procedures
	SS 43 (SWIS)	<b>Build and maintain effective relationships between SWIS students and their families, with schools and school districts</b>	Communicate directly with SWIS-eligible students and their families
			Arrange and attend meetings with students, families, teachers, counselors and administrators
			Provide expertise to school-based staff on settlement issues
	SS 44 (SWIS)	<b>Demonstrate knowledge of social and emotional needs of SWIS program children and youth in a school setting</b>	Work with school-based teams and supports to create positive behavioural intervention plans and supports (e.g. activity plans, skills training) for SWIS students
			Promote SWIS student self-advocacy
			Recognize behavioural issues



## **ROLE SPECIFIC COMPETENCIES**

*The competencies that pertain to a specific role within English  
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### **Child Care Provision**



## Child Care Provision

9 – Child Care Provision	CCP 31	<b>Demonstrate specialized knowledge of childcare principles and theories as they apply to immigrant and refugee newcomers</b>	Maintain knowledge of the <i>Child Protection Act, Children with Disabilities Act, Freedom Of Information and Protection of Privacy Act</i> and related regulations
			Understand the child development process
			Know how cultural differences may affect behaviour, development and learning of newcomer children
			Obtain knowledge of child care practices and training from other countries
			Know how to adapt and modify the child's care in order to address the needs of the newcomer child
			Have an understanding of early childhood education concepts (e.g. understand child language acquisition patterns - stages and processes)
			Choose safe and appropriate educational toys, books and equipment
			Understand the emotional impact of the settlement process on the child (e.g. fear and anxiety) and know how to alleviate it
			Understand attachment theory and the impact it has on child behaviour and development
	CCP 32	<b>Create a welcoming environment for both the immigrant and refugee newcomer parents and children</b>	Know how to manage a group of children with differing ages, stages of development, stages of settlement, different levels of English, different cultures, different family systems/dynamics
			Design physically and emotionally supportive, motivating and nurturing environments for the children
			Create information packages to orient new parents to routines, procedures, safety issues and plan for care (e.g. gradual entry process)
			Create a respectful and safe environment for parents and children to participate fully

	CCP 33	<b>Orient parents with respect to community resources and/or daycare programs/options available to them after completing ELSA</b>	Provide orientation to the BC school system and help parents understand what they can expect
			Know what resources are available to parents of children who are not ready for kindergarten
	CCP 34	<b>Introduce immigrant and refugee newcomer parents to Canadian child-rearing practices</b>	Know how to conduct parent information sessions
			Inform parents about education, nutrition, and acceptable, effective, discipline
			Educate parents with respect to the law, and the legal rights of children
			Inform parents about racism and how to influence their children in a positive way
			Appreciate and acknowledge the childcare and child-rearing practices of difference cultures
	CCP 35	<b>Practice effective parent relations skills</b>	Respect the parents' role and remain a secondary caregiver
			Create/develop printed materials that assist parents with low levels of literacy (e.g. parent handbook, registration forms, etc.)
			Acknowledge and establish relationships with the parents (supportively interact)
			Help parents understand their role in the child's development, the skills they will need and why (how to be a good role model)
			Empower parents, show them they are capable, do not take over for them
			Provide extra coaching and feedback to parents who have English language challenges (use plain language)
			Take the time to connect with the family on a day-to-day basis, reach out and connect with parents in many different ways
			Build relationships with parents while maintaining professional boundaries
			Use the parents' first language whenever possible
			Plan and lead parent-and-child activity sessions that foster parent/child interaction

	CCP 36	<b>Communicate effectively with immigrant and refugee newcomer children</b>	Support and promote the maintenance of the child's heritage language (e.g. encouraging the children and parents to use that language in the room)
			Support the development of English through games, songs, repetition, etc.
			Use communication strategies that support a safe and comfortable environment for children (e.g. get key first language phrases from parents)
			Know how to utilize conflict resolution skills with children (e.g. bullying, racism)
			Be able to make decisions and gain consensus (verbal/non-verbal) with colleagues while in the presence of children
	CCP 37	<b>Understand the ethical responsibility to protect children</b>	Use sound judgment to identify what is and is not abuse and when to report it
			Be able to recognize the symptoms and patterns of domestic violence
	CCP 38	<b>Demonstrate support for children with disabilities and their parents</b>	Help parents cope with potential shame and explain that Canada is accepting of disabilities
			Understand the rights of children with disabilities and advocate for their needs
	CCP 39	<b>Demonstrate the ability to make well informed child care support referrals</b>	Know the childcare related services/organizations which are appropriate for immigrant and refugee newcomers (e.g. speech therapy for disabled child, BC Centre for Ability, supported child care, community health nurse, dental services, etc.) and introduce parents to them
	CCP 40	<b>Demonstrate knowledge of processes and procedures that ensure the health and safety of children in care</b>	Understand and follow correct first aid and emergency processes and procedures when an accident occurs
			Understand and follow food safety procedures and allergy awareness/reaction prevention when handling snacks



## **ROLE SPECIFIC COMPETENCIES**

*The competencies that pertain to a specific role within English Language Development and Settlement Programs under WelcomeBC*

### **English Language Instruction**



## English Language Instruction

Area	Competency	Description
9 – English Language Instruction	ELI 31	<b>Demonstrate an understanding of the principles of adult learning as they relate to immigrant and refugee newcomers</b> Articulate teaching strategies appropriate to diverse cultural, ethnic, racial, age and social contexts and backgrounds
	ELI 32	<b>Demonstrate an understanding of the Canadian Language Benchmarks (CLB) and their application within the English Language Services for Adults (ELSA) program</b> Apply the CLB in the ELSA teaching context (i.e. global performance descriptors, performance indicators)
		Understand the links between CLB levels in relation to learners' progress
		Understand the relationship and differences between CLB levels and ELSA levels
	ELI 33	<b>Demonstrate awareness of relevant political, socio-cultural, economic and educational issues which influence ELSA teaching and learning contexts</b> Maintain awareness of government policies and practice
		Understand implications of the migration process on language learning
		Demonstrate an understanding of the settlement process and its influence on adult language learning
	ELI 34	<b>Demonstrate the ability to plan and deliver courses/lessons consistent with the ELSA program mandate</b> Identify achievable learning objectives relevant to the settlement and socialization of immigrant and refugee newcomers
		Use CLB to inform course/lesson planning and materials development
		Apply the principles of communicative language learning to course/lesson planning
		Develop course/lesson objectives which incorporate task-based settlement language education
		Identify and use activities and materials that help learners accomplish meaningful, real-life tasks
		Identify and use level appropriate authentic materials that provide learners with current information on matters relevant to their settlement process

	ELI 34 (cont.)		Determine whether or not texts or tasks (commercial or teacher-created) for all four skills (reading, writing, listening, speaking) are appropriate for the CLB level of the learners (i.e. task types, text types and what learners can do at different levels)
			Work in coordination with other instructors, settlement workers, childcare workers and support staff to address language and settlement needs of learners
	ELI 35	<b>Demonstrate the ability to incorporate content and to adapt methodology to accommodate diverse needs of immigrant and refugee newcomers</b>	Seek and use knowledge of learners' communities/background to guide instructional practice
			Respond to and incorporate students' experiences, needs and goals in curriculum/course/lesson design
			Adapt methodology to be responsive to changing needs and goals of the learners as they move through stages of settlement process
	ELI 36	<b>Demonstrate the ability to create and sustain a safe and positive learning environment within the continuous intake system of the ELSA Program</b>	Demonstrate awareness and sensitivity to effects of learners' past experiences (including trauma) on learning process
			Integrate new students as they join the class in a way that is safe, comfortable and welcoming
			Understand and accommodate demands of adult roles and responsibilities as workers, parents and community members
	ELI 37	<b>Demonstrate the ability to use current and appropriate media technology as a tool for language and settlement education</b>	Design and deliver instruction that uses technology to build learners' English language skills and/or real life skills (e.g., computer literacy, writing an email, reading a website) which will assist learners' settlement process
	ELI 38	<b>Demonstrate the ability to foster independent learning as an integral a part of the settlement process</b>	Teach learners strategies that will help them know about, reflect on, and monitor their own language learning
			Help learners become familiar with the CLBs, and use them to clarify present proficiency levels and identify learning goals

	ELI 38 (cont.)		Incorporate, into class content, explicit listening, speaking, reading, and writing strategies and activities which promotes independent learning
	ELI 39	<b>Demonstrate an understanding of assessment within the ELSA program context</b>	Understand the purpose of assessing ELSA students
			Understand the fundamentals of task-based/CLB aligned test creation
			Know how to evaluate materials intended for assessment purposes (tests from other sources, commercial or teacher-created) and determine their appropriateness for use in a settlement program and their CLB level appropriateness for the intended learners
			Assess four skills areas in relation to the CLB descriptors
			Use a variety of assessment tools and techniques appropriate for the purpose (e.g. written language matrix, oral assessment, individual proficiency test, scoring rubric, etc.)
			Follow ELSA protocol in administering assessment
			Critically evaluate tests and test outcomes and utilize results to help students, and inform their planning for the future
	ELI 40	<b>Demonstrate commitment and professionalism in the area of teaching settlement English language skills</b>	Seek feedback from peers and observe expert teachers
			Network with teaching colleagues at local and provincial levels
			Incorporate new skills and knowledge into the learning environment to enhance quality of instruction
			Apply current TESOL (Teachers of English to Other Language) speakers developments in ELSA classrooms
			Present at in-house, regional and national ELSA related conferences
			Mentor new teachers
			Serve as a member of an advisory board or committee on issues related to language learning and settlement of immigrant and refugee newcomers
			Participate in ELSA Net and other adult education organizations

	ELI 41	<b>Facilitate English language learner involvement in the local community</b>	Be aware of local community services appropriate to learners' needs
			Incorporate local community resources and materials into the curriculum on an ongoing basis
			Inform learners of local community events and volunteer, social and/or recreational opportunities
			Identify and utilize field trip and guest speaker opportunities and prepare students for field trips and guest speaker events
			Create and integrate assignments that encourage learners to interact with their local community in real-world situations
			Teach learners how to access local community information and resources (i.e. through media, newspapers, etc.)
	ELI 42	<b>Identify when a learner is in need of learning assistance and know how to respond appropriately</b>	Identify the specific needs of the learner (i.e. literacy needs, pronunciation coaching, settlement needs, learning disabilities, etc.)
			Know how to make adaptations within the curriculum and the physical class environment in order foster learning
	ELI 43	<b>Understand the basic principles of crisis management in the classroom</b>	Recognize signs of trauma and other conditions that may interfere with learning (i.e. survivors of torture, Post Traumatic Stress Disorder, victims of family violence, drug and alcohol dependencies, etc.)
			Make appropriate report and/or referral to authority and/or community resource
			Demonstrate ability to calm/support/manage student who is in crisis

## **ROLE SPECIFIC COMPETENCIES**

*The competencies that pertain to a specific role within English Language Development and Settlement Programs under WelcomeBC*

### **Job Search & Career Planning**



## Job Search & Career Planning

Area		Competency	Description
9 – Job Search & Career Planning	JSCP 31	<b>Demonstrate knowledge of career development theories and work search strategies as they apply to immigrant and refugee newcomers</b>	Maintain knowledge of the <i>Employment Standards Act</i> and the <i>Human Rights Act</i> (from both the employer and employee perspective)
			Understand the career planning process (e.g. needs assessment, self assessment, opportunity awareness, planning techniques and planned follow-up), and best practices
			Be able to assess and suggest strategies for skill gaps and indentify transferable skills
			Have knowledge of, and the ability to guide clients in, work search strategies, methods and tools (e.g. self-assessment, completing application forms, writing cover letters, preparing resumes, using portfolios, developing self-marketing plans, conducting cold calls, personal presentations, networking, using references, effective interview skills, etc.)
			Have basic knowledge of professions/occupations, designations, requirements, prospects and training opportunities and where to find more in-depth information
	JSCP 32	<b>Understand the job placement and career development challenges of immigrant and refugee newcomers</b>	Understand what different cultural or religious challenges exist for immigrant and refugee newcomers in the job search process
			Understand work permit issues and how to address them
			Understand foreign credentialing and accreditation transition processes
			Maintain thorough and up-to-date knowledge of resources and alternative services that relate to immigrant and refugee newcomers seeking jobs
			Know the various training programs/options/opportunities that exist and what is required to transition credentials

	JSCP 33	<b>Build and maintain relationships and networks with employers to assist immigrant and refugee newcomers with placement, workplace integration and job retention</b>	Know how to liaison between the employer and employee; be able to address issues/concerns
			Facilitate one-on-one discussions, hold workshops, deliver presentations to potential employers
	JSCP 34	<b>Foster self-reliance and self-management in immigrant and refugee newcomers</b>	Understand fundamental life skill challenges (e.g. never held a knife, fork or spoon, never seen a credit card, using a computer or mouse, using a bank machine)
			Know how to work with extremely low essential skilled immigrant and refugee newcomers (non-skilled, cannot read or write, has never held a pen)
			Know how to work with immigrant and refugee newcomers who may not understand what is “appropriate in the Canadian workplace” regarding communication styles and body language (e.g. gestures, hugging, eye contact, hand shaking)
	JSCP 35	<b>Understand and respond to client reactions to career transition and challenges, and provide culturally appropriate counselling</b>	Understand and manage immigrant and refugee newcomer emotional reactions and cultural implications of career transition challenges (e.g. anger, humiliation, frustration, family impacts)
			Know how/where to access the resources to promote realistic career expectations in Canada
			Understand the language proficiency requirements for different services and positions and assess the client’s level in relation to them
			Know how to work with an immigrant and refugee newcomer who speaks little or no English (e.g. connect with Settlement Worker, arrange for interpreters)
	JSCP 36	<b>Understand how to use technology to assist immigrant and refugee newcomers through the job search process</b>	Be able to use the equipment clients need to use in order to find jobs (e.g. multi-media, computer and online applications, cell phones, fax machines, setting up a new email address, etc.)

## **ROLE SPECIFIC COMPETENCIES**

*The competencies that pertain to a specific role within English  
Language Development and Settlement Programs under WelcomeBC*

### **Volunteer Coordination**



## Volunteer Coordination

Area		Competency	Description
9 – Volunteer Coordination	VC 31	<b>Understand and practice the principles of volunteerism, both practical and philosophical</b>	Advocate for volunteers in the organization and in the community
			Act in accordance with professional volunteer standards, (e.g. Volunteer Canada) core values, and ethical principles
	VC 32	<b>Train and orient volunteers to understand the range of immigrant and refugee newcomers' needs, and to assess and fulfill the specific needs of each client that they work with</b>	Develop curriculum and training for volunteers on concepts and laws (settlement, multiculturalism, immigration, racism, Human Rights, Employment Standards, etc.)
			Provide cultural awareness training related to individuals suffering from discrimination, racism and culture shock.
			Provide behavioural knowledge training (e.g. changing verbal behaviour to suit cross cultural interaction, varying the rate of speaking, changing non-verbal behaviour and altering facial expressions)
			Provide host/mentor training and role modeling
			Ensure training addresses multi-generational issues of volunteers (e.g. volunteers range in age from 18 to 80)
			Set clear expectations so that volunteers understand what is required of them (e.g. knowing the boundaries – financial, personal, medical, legal, conflict of interest, confidentiality, etc.)
			Complete informal/formal performance appraisals with volunteers, both in-person and remotely
			Practice effective group facilitation skills (essential for immigrant and refugee newcomers and volunteer orientation, training and feedback sessions)
			Know/understand how to train volunteers to effectively work with immigrant and refugee newcomers with low levels of English

	VC 33	<b>Demonstrate effective techniques to recruit and/or redirect volunteers</b>	Recruit volunteers (typically includes: application, interview, reference check, criminal record check, confidentiality agreement, and 2 hour training)
			Be able to identify potential concerns/problems when screening volunteer applications
			Demonstrate effective interview skills for new volunteers to ensure optimum success of the program and volunteer experience
			Identify when a potential volunteer is not suitable and have sensitive conversations with these candidates
			Maintain a database of volunteers
			Maintain a “skills inventory” for volunteers in order to make strong matches (e.g. a person who was a nurse in another country connected with a volunteer who is a nurse here)
			Know how to market and promote program throughout the community to attract volunteers
			Perform public speaking in a way that will attract volunteers
			Understand how to approach potential volunteers and how to establish relationships
	VC 34	<b>Demonstrate effective techniques to retain volunteers</b>	Effectively manage conflict between volunteers and immigrant and refugee newcomers
			Promote team building among volunteer groups
			Plan and hold appreciation events
			Find strategies to integrate the expertise and work/life experience of volunteers in instructional or group settings
			Assess the motivational needs of new volunteers to better understand, mentor, place and retain them
			Solicit and manage volunteer input and feedback

## **ROLE SPECIFIC COMPETENCIES**

*The competencies that pertain to a specific role within English  
Language Development and Settlement Programs under WelcomeBC*

### **Administration Support**



## Administration Support

Area		Competency	Description
9 – Administration Support	AS 31	<b>Demonstrate knowledge of the organization, its systems, processes and programs and how they relate to WelcomeBC contracted services</b>	Understand the purpose, goals and intake requirements of all WelcomeBC programs
			Understand the roles, responsibilities and expertise (e.g. language skills) of WelcomeBC staff
	AS 32	<b>Demonstrate knowledge of Occupational Health and Safety (OH&amp;S) standards as they relate to both staff and immigrant and refugee newcomers</b>	Understand how each OH&S guideline or standard is managed, communicated, documented and/or reported (e.g. communicable diseases, earthquake preparedness, ergonomics, fire prevention, first aid, etc.)
			Have awareness/knowledge of a variety of reporting/documentation requirements (e.g. emergency contact lists, in/out attendance lists, etc.)
			Maintain appropriate, related, supply inventory (e.g. first aid supplies, fire extinguishers etc.)
			Create or anticipate the need for client orientation/information tools and ensure they are readily accessible and serving the needs of immigrants and refugee newcomers (e.g. translation of emergency information into different languages, tools designed to take into account cultural differences, prior traumatic experiences, etc.)
	AS 33	<b>Provide or collect, clear, concise and accurate explanations and/or information (verbally/written) for immigrant and refugee newcomers at initial point of contact (e.g. immediate needs assessment, emergency assessment and/or initial referral information)</b>	Maintain knowledge of basic language phrases
			Acquire and maintain knowledge of accents and/or similar sounding languages
			Understand how to probe/question for more information
			Utilize a variety of communication techniques (speak slowly, sign language, draw pictures, show signs, show them a clock or calendar, etc.)
			Understand the language and cultures of co-workers for the purpose of referrals

	AS 34	<b>Demonstrate good customer service and customer relations skills</b>	Smile and politely greets all clients
			Do not offer service/promise that cannot be provided/kept
			Follow the organization's practice standards for customer/client relations
			Demonstrate diplomacy, tact and sound judgment
	AS 35	<b>Demonstrate an advanced level of computer proficiency and knowledge of a variety of software products</b>	Develop advanced user skills on all MS Office products - Word, Excel, PowerPoint, Outlook, Access, Publisher (e.g. scan and email .pdf files; track emails; add color to a template; add/format charts into a Word document with a legend; create slide shows in PowerPoint; save files in different formats for different needs, etc.)
			Develop advanced user skills on other software products - QuickBooks, organization-specific databases, STaRS
	AS 36	<b>Accurately file, retrieve and maintain hard copy and electronic files pertaining to WelcomeBC contracts</b>	Understand the organization's various contractual arrangements (funding agreements) and those that are associated with WelcomeBC contracts
			Understand the fundamentals of document management (e.g. off-site file storage procedures, confidential document shredding, set-up & maintenance of electronic directories)
	AS 37	<b>Demonstrate the ability to proofread and edit reports and proposals</b>	Know how to edit and/or format reports and proposals (e.g. fix grammar, spelling, contextual meanings, etc.)
	AS 38	<b>Demonstrate knowledge of the hiring process</b>	Arrange interviews, test rooms, equipment access, etc.
			Create and score applicant tests
	AS 39	<b>Demonstrate numeracy and basic accounting skills/ knowledge</b>	Provide accurate financial record keeping when entering approved budget figures and expenses
			Create financial statements

	AS 40 (SWIS)	<b>Demonstrate knowledge of the structure, systems and processes of BC School Boards and how it relates to the WelcomeBC SWIS program</b>	Understand how to locate and utilize school resources to support immigrant and refugee newcomer students
			Understand and follow correct school board critical incident procedures and processes when an incident involves immigrant and refugee newcomer students
			Understand the roles and responsibilities of the SWIS program and work towards full integration within the other programs and services offered by the school boards